



TLEF Project – Final Report

Report Completion Date: (YYYY/MM/DD)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	A Student-centric Curriculum Design Process Towards a New Undergraduate Program in Urban Technology, Environment and Culture (UTEC)		
Principal Investigator:	Maged Senbel		
Report Submitted By:			
Project Initiation Date:	May 2018	Project Completion Date:	May 2019
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Project Summary

The TLEF project enabled the School of Community and Regional Planning (SCARP) to implement a student-centric curriculum design process towards a new undergraduate program in the interdisciplinary domain of Urban Technology, Environment and Culture (UTEC). SCARP launched its inaugural suite of undergraduate courses in AY2017/18, providing students with an intellectual and experiential learning outlet to explore the complexities of cities. These courses attempt to build on and connect to existing campus wide offerings to advance UBC’s commitment to Aboriginal engagement, intercultural understanding, international engagement and sustainability. Our student-centric approach involved crucial student participation and input on curriculum design through systematic evaluation of SCARP’s undergraduate courses, and visually prompted focus groups. Our goal is to create high-impact teaching and transformative learning that prepares students for an increasingly global and urban future.

1.4. Team Members – Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Maged Senbel	Associate Professor, SCARP	<ul style="list-style-type: none"> TLEF principal investigator SCARP undergraduate curriculum committee (Chair)
Su-Jan Yeo	Postdoctoral Fellow, SCARP	<ul style="list-style-type: none"> TLEF teaching and learning fellow SCARP undergraduate curriculum committee member
Heather Campbell	Professor and Director, SCARP	SCARP undergraduate curriculum committee member
Tom Hutton	Professor, SCARP	SCARP undergraduate curriculum committee member
Martino Tran	Assistant Professor, SCARP	SCARP undergraduate curriculum committee member
Jennifer Rae Pierce	PhD Student, SCARP	SCARP undergraduate curriculum committee member
Roselynn Verwoord	PhD Student, Faculty of Education Curriculum Consultant, CTLT	<ul style="list-style-type: none"> Learning outcomes workshop facilitator 2018/19 SCARP undergraduate course survey collaborator
Penny Gurstein	Professor, SCARP	Learning outcomes workshop participant
Mark Stevens	Associate Professor, SCARP	Learning outcomes workshop participant
Leonora Angeles	Associate Professor, SCARP and IGRSSJ	Learning outcomes workshop participant
Lauren Brown	PhD Student, SCARP	Learning outcomes workshop participant



Jeremy Stone	PhD Student, SCARP	Learning outcomes workshop participant
Paulina Semeneć	PhD Student, Faculty of Education SoTL Specialist, CTLT	Focus group facilitation training workshop
Nicole Rallis	PhD Student, SCARP	Focus group facilitator
Azhar Tajabji	PhD Student, SCARP	Focus group facilitator
Timothy Luk	Master’s Student, SCARP	<ul style="list-style-type: none"> • Focus group ethnographer • Academic Assistant (focus group data analysis and writing)
Matthew Callow	Master’s Student, SCARP	Focus group ethnographer
Erin LaRocque	Master’s Student, SCARP	Focus group ethnographer
Kaitlynn Given	Master’s Student, SCARP	Focus group ethnographer
12 undergraduate students (focus group participants)	from various UBC programs	Focus group participants
Jody Swift	Director, Special Projects and Strategic Initiatives, Faculty of Applied Science	Review and comments on stakeholder survey
Alison Stuart-Crump	Special Projects Manager, Office of the Provost and Vice-President Academic	Review and comments on stakeholder survey
Katriona Stewart	Program Development Consultant, CCED (Continuing Studies)	Review and comments on stakeholder survey
6 industry partners (early engagement with stakeholders)	from various organizations	Stakeholder survey participant
4 secondary school educators (early engagement with stakeholders)	From various secondary schools	Stakeholder survey participant

1.5. Courses Reached – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
PLAN 211	001	2018/19 and future	Fall
PLAN 221	001	2018/19 and future	Winter
PLAN 321	001	2018/19 and future	Winter
PLAN 331	001	2018/19 and future	Fall
PLAN 341	001	2018/19 and future	Winter
PLAN 425	001	2018/19 and future	Winter



2. OUTPUTS AND/OR PRODUCTS

2.1. Please list project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
Documentation of the Development of Draft Program and Course Level Learning Outcomes	Materials are available internally to SCARP faculty members but constitute confidential research data so will not be shared externally.
PLAN Undergraduate Course Enrolment Trends and Student Survey Results 2018/19 Term 1	
PLAN Undergraduate Course Enrolment Trends and Student Survey Results 2018/19 Term 2	
Elucidating Learning Outcomes with Undergraduate Students: A Handbook for Focus Group Facilitators and Ethnographers	
Report on TLEF-Funded Focus Groups with Undergraduate Student Participants	
Early Engagement with Stakeholders: A Summary Report	

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Ideas Jam	Following the development of draft program- and course-level learning outcomes, the project necessitated a pivot towards elucidating the relevance and resonance of the draft learning outcomes, as perceived by and understood from the students’ worldviews of planning. Moreover, the opportunity was timely to consult stakeholders for initial insights on the learning outcomes in lieu of the Ideas Jam.

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team teaching practice and satisfaction
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]



3.2. What were you hoping to change or where were you hoping to see an impact with this project? – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.

- To transform the reach and scale of SCARP’s undergraduate courses.
- To enhance undergraduate teaching and learning through articulation of learning outcomes.
- To understand potential demands, needs, and shifts in opportunities for a new undergraduate degree program from the perspectives of industry partners and secondary school counsellors/educators.
- To actively engage students in the project while also providing employment opportunities for students where possible.

3.3. Were these changes/impacts achieved? How do you know they occurred? – What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

- SCARP’s undergraduate courses were systematically evaluated during 2018/19 through analyses of enrolment data as well as student surveys to better understand career aspirations, academic pathways, and perceptions related to a potential new undergraduate degree program in an urban- and planning-oriented domain. The 2018/19 Term 1 findings from this systemic evaluation are documented in the report entitled “Report on Student Survey Results from PLAN 211 and PLAN 331 in 2018/19 Term 1”.
- Draft program- and course-level learning outcomes were initially developed through a SCARP workshop with faculty and PhD students, subsequently refined with the support of CTLT Curriculum Specialist, and tested through focus group sessions with 12 undergraduate students. The findings from this focus group study are documented in the report entitled “Report on TLEF-Funded Focus Groups with Undergraduate Student Participants”.
- An early engagement survey was designed and administered to industry partners and secondary school educators. The findings from this early engagement exercise are documented in the report entitled “Early Engagement with Stakeholders: A Summary Report”.
- 6 PhD students, 4 Master’s students, and 12 undergraduate students were involved in various capacities throughout the project, with some of these students supporting the project through TLEF-funded compensation.

3.4. Dissemination – Please provide a list of past and upcoming scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.

We have shared general findings with the Department of Geography and in conversations of mutual interest in undergraduate course offerings with the Faculties of Forestry and Land and Food Systems. We are additionally preparing to participate in the TLEF project showcase poster event.

4. TEACHING PRACTICES – Please indicate if your teaching practices or those of others have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?



While the impact on teaching practices will not be immediately noticeable at completion of the project, it is anticipated that this project will facilitate SCARP's continued reflection on the overall design of undergraduate courses. (please see further elaboration under "PROJECT SUSTAINMENT" below).

5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

- The project has achieved its objective of articulating a direction for an undergraduate curriculum that is responsive to the needs of potential students.
- The implementation of a full undergraduate curriculum is subject to financial feasibility.

If the program proceeds the following actions will help shape teaching practices, and the philosophy of education within SCARP's undergraduate courses, while also expanding the scale and reach of these courses.

- Refining the draft program- and course-level learning outcomes with faculty and instructors, and potentially engage in further consultation with industry partners and secondary school educators.
- Systematically implementing the finalized program- and course-level learning outcomes in SCARP's undergraduate courses in order to create a coherent and compelling suite of course offerings.
- Effectively communicating the finalized program- and course-level learning outcomes to prospective undergraduate students through online and print formats.